

Introduction to the Teacher Work Sample (TWS)

What is a Teacher Work Sample?

- Required of all students in the **School of Teaching, Learning, and Leadership** during Internship II
- An ***Instructional Unit***...
 - ... *i.e.*, a sample of the work of a teacher.
- ... that gives direct evidence for ***five*** of the current ***hot topics*** in education.

What is a Teacher Work Sample?

- An instructional unit that shows your ability to...
 - Analyze student data and assessments to determine learning needs
(*Data-Driven Instruction*)
 - Use local, state, and national standards to set learning goals
(*Standards-Based Instruction*)
 - Adapt instruction and assessment to accommodate for individual needs
(*Differentiated Instruction*)
 - Assess student learning before, during, and after instruction
(*Ongoing Assessment*)
 - Reflect on experiences and data to identify ways to grow and develop
(*Reflective Practitioners*)

What is a Teacher Work Sample?

- Built around the things that good teachers do:
- Good teachers...
 - Know their individual students and those students' unique needs
 - Set significant, challenging, varied, and appropriate goals for them
 - Regularly assess students to measure their progress on those goals
 - Plan instruction for those specific goals using a variety of methods
 - Change the plan on the fly to make teaching and learning more effective
 - Analyze assessment data to measure student progress and achievement
 - Reflect on instructional experience and data to improve as teachers

What is a Teacher Work Sample?

- Built around the things that good teachers do:
- Good teachers...
 - Contextual Factors
 - Learning Goals
 - Assessment Plan
 - Design for Instruction
 - Instructional Decision Making
 - Analysis of Student Learning
 - Evaluation and Reflection

What is a Teacher Work Sample?

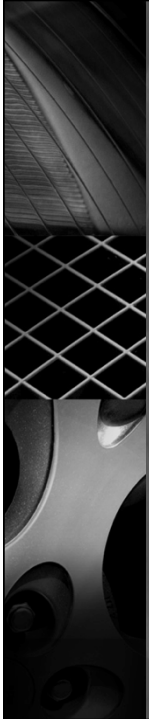
- It pulls together concepts and skills from core Education classes like...

EDF 2130	Child & Adolescent Development
EDF 4467	Learning Theory & Assessment
EDG 4410	Teaching Strategies and Classroom Management
TSL 4080	Teaching ESOL
EEX 4070 or EEX 4242	Teaching Exceptional Students



The goal of today's presentation:

- Give you an overview of the TWS
- Give you a framework to help you understand how your coursework is interconnected
- Help you prepare you for your final internship
- Let's look at its seven components...



Component One:

Contextual Factors



Who are you teaching?

- Different contexts require different methods...
- Give a picture of...
 - The community
 - The school
 - The class
 - The unique educational needs of individual students in the class
- Include numbers, features, demographics, and any available academic or diagnostic information



Component Two:
Learning Goals



What will you teach them?

- Learning goals for a unit are similar to lesson objectives, but they are...
 - A bit bigger
 - A bit more global
 - Taught over the course of more than one lesson
- Learning goals should be...
 - Standards based
 - Content based
 - Significant, challenging, varied, and appropriate



Here are some examples:

- For a sixth grade unit on the perimeter and area:

The student will find the perimeters and areas of composite two-dimensional figures, including non-rectangular (such as semicircular) parts (MA.6.G.4.2).
- MA.6.G.4.2:

Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.



Here are some examples:

- For a third grade unit on the Caribbean:

The student will analyze thematic maps to compare the climate, resources, and vegetation of the different areas or countries depicted (SS.3.G.1.1).

- SS.3.G.1.1:

Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.



Here are some examples:

- For a high school physical science unit on the physics of theme parks:

The student will construct and interpret potential energy diagrams to describe the movement of an object in a complex system (SC.912.P.10.6).

- SC.912.P.10.6:

Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.



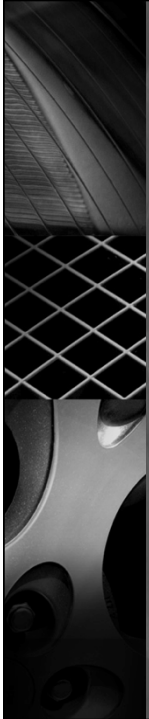
Here are some examples:

- For a kindergarten unit on the *–ink* rime:

The student will identify the onset of a given –ink word and segment the word to repeat its onset and rime (LA.K.1.2.4).

- LA.K.1.2.4:

The student will identify, blend, and segment onset and rime.



Component Three:

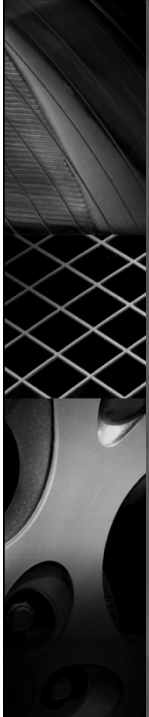
Assessment Plan

How will you know they've learned it?

- Pre and post assessment measures
 - You can think "pretest" and "posttest" if it helps...
- Before **and** after teaching, you must assess:
 - The same knowledge, skills, and understanding...
 - At the same level of difficulty...
 - Using similar assessment tools...
 - That give the same kind of score...
 - But **aren't** actually the same test!


Here's an example of how it could work:

<p>pre</p>	<p>The <u>Radigan's</u> are putting tile in their family room, pictured to the right. They want to have enough tile to cover the floor, and also put a tile border all the way around the room on the walls.</p> <p>7) How many square feet of tile will the <u>Radigan's</u> need to cover the family room floor? <u>192</u> ft²</p> <p>8) What length of tile border will the <u>Radigan's</u> need to go on the walls around the entire room? <u>60</u> ft</p>	
	<p>post</p>	<p>The <u>Wootten's</u> are putting tile in their family room, pictured to the right. They want to have enough tile to cover the floor, and also put a tile border all the way around the room on the walls.</p> <p>7) How many square feet of tile will the <u>Wootten's</u> need to cover the family room floor? <u>116</u> ft²</p> <p>8) What length of tile border will the <u>Wootten's</u> need to go on the walls around the entire room? <u>48</u> ft</p>



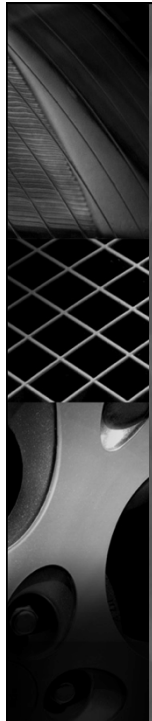
Component Four:

Design for Instruction



How will you teach them?


- This component involves the things you might expect
 - Lesson plans
 - Unit plans
 - Learning activities
- Asks you to specifically highlight...
 - A variety of methods and approaches
 - Active learning and higher-order thinking
 - Accommodate unique student learning needs



Component Five:

Instructional Decision Making

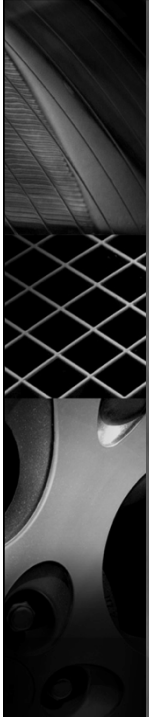
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What did you change and why?

- Almost nothing in life goes the way you expect
- Good teachers frequently change their plans
- If it isn't working...
 - Change it!
 - Document how and why you changed it
 - Then tell us about two of these times in your TWS


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Component Six:

Analysis of Student Learning

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How well did they learn it?

- Analyze your results to determine how much your students learned from you
- The TWS requires a graph or graphs that show individual student pre- and post- assessment results
- This is relatively easy to accomplish...

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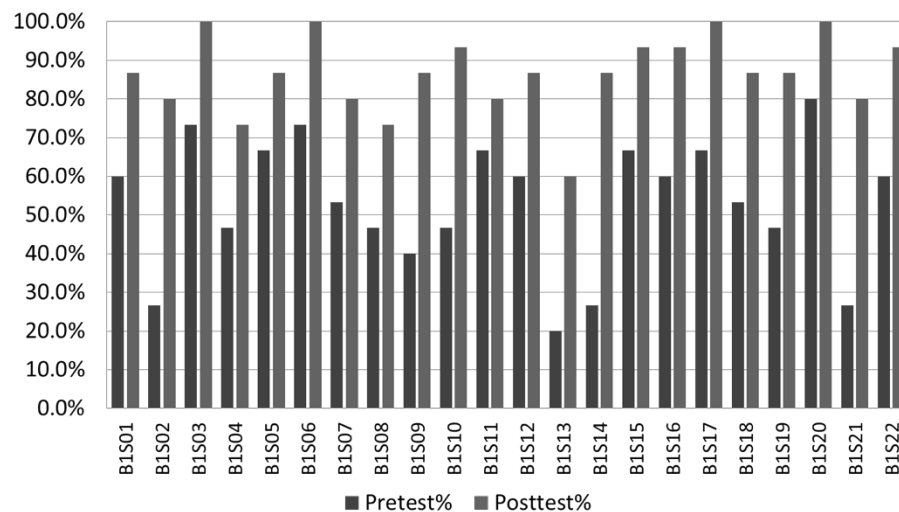
Keep it simple...

- A simple three-column table is all you need
- Enter a student identifier and scores
- Highlight your data and choose “Insert Column Chart”

	A	B	C
1	Student	Pretest%	Posttest%
2	B1S01	60.0%	86.7%
3	B1S02	26.7%	80.0%
4	B1S03	73.3%	100.0%
5	B1S04	46.7%	73.3%
6	B1S05	66.7%	86.7%
7	B1S06	73.3%	100.0%
8	B1S07	53.3%	80.0%
9	B1S08	46.7%	73.3%
10	B1S09	40.0%	86.7%
11	B1S10	46.7%	93.3%
12	B1S11	66.7%	80.0%
13	B1S12	60.0%	86.7%
14	B1S13	20.0%	60.0%
15	B1S14	26.7%	86.7%
16	B1S15	66.7%	93.3%
17	B1S16	60.0%	93.3%
18	B1S17	66.7%	100.0%
19	B1S18	53.3%	86.7%
20	B1S19	46.7%	86.7%
21	B1S20	80.0%	100.0%
22	B1S21	26.7%	80.0%
23	B1S22	60.0%	93.3%

... to get the required graph:

Block 1 Pretest and Posttest Scores



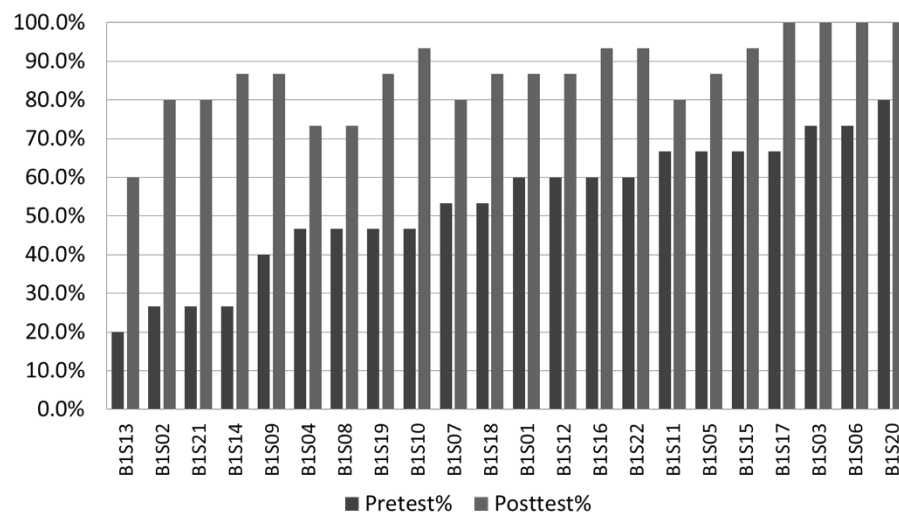
A simple change...

- Click in the posttest column and choose “Sort Smallest to Largest”
- Then click in the pretest column and choose “Sort Smallest to Largest” again
- Then generate the graph

	A	B	C
1	Student	Pretest%	Posttest%
2	B1S13	20.0%	60.0%
3	B1S02	26.7%	80.0%
4	B1S21	26.7%	80.0%
5	B1S14	26.7%	86.7%
6	B1S09	40.0%	86.7%
7	B1S04	46.7%	73.3%
8	B1S08	46.7%	73.3%
9	B1S19	46.7%	86.7%
10	B1S10	46.7%	93.3%
11	B1S07	53.3%	80.0%
12	B1S18	53.3%	86.7%
13	B1S01	60.0%	86.7%
14	B1S12	60.0%	86.7%
15	B1S16	60.0%	93.3%
16	B1S22	60.0%	93.3%
17	B1S11	66.7%	80.0%
18	B1S05	66.7%	86.7%
19	B1S15	66.7%	93.3%
20	B1S17	66.7%	100.0%
21	B1S03	73.3%	100.0%
22	B1S06	73.3%	100.0%
23	B1S20	80.0%	100.0%

... makes a big difference!

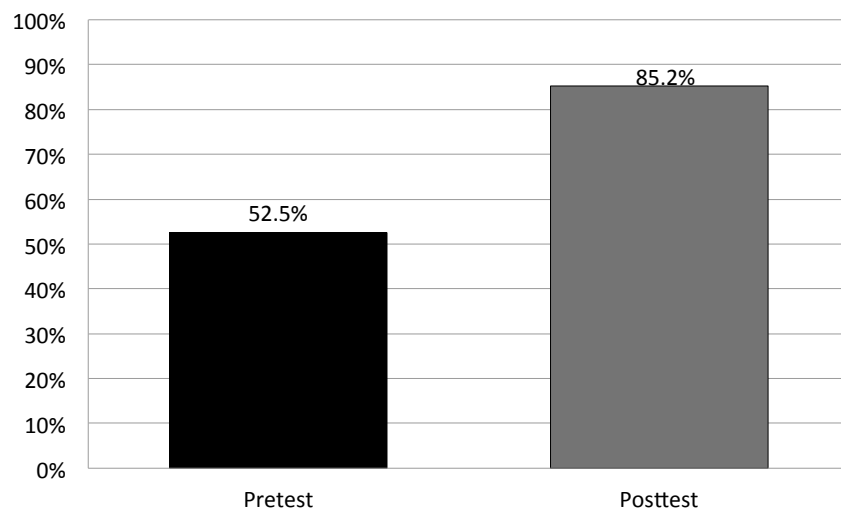
Block 1 Pretest and Posttest Scores

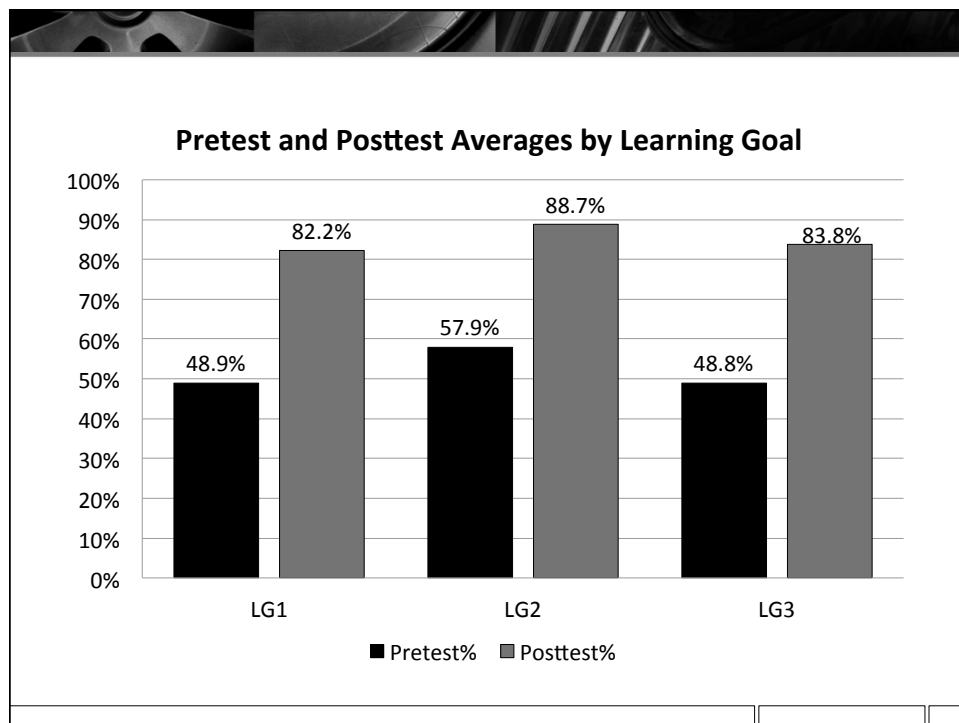
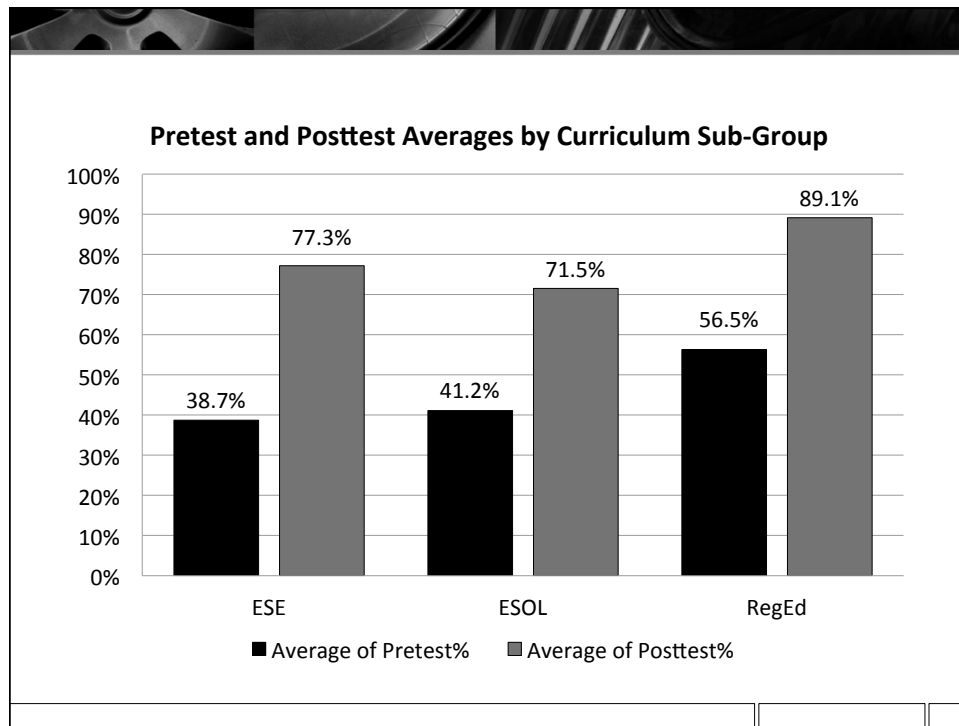


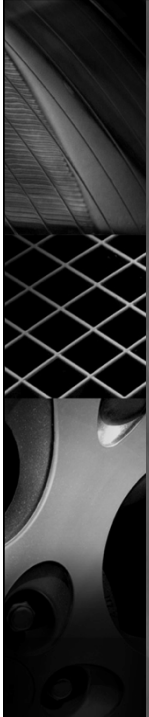
There are so many more possibilities!

- You are only going to be required to graph individual student pre- and post- assessment scores.
- Your data can tell you so much more, though!
- Here are some possibilities:

Pretest and Posttest Average for All Students








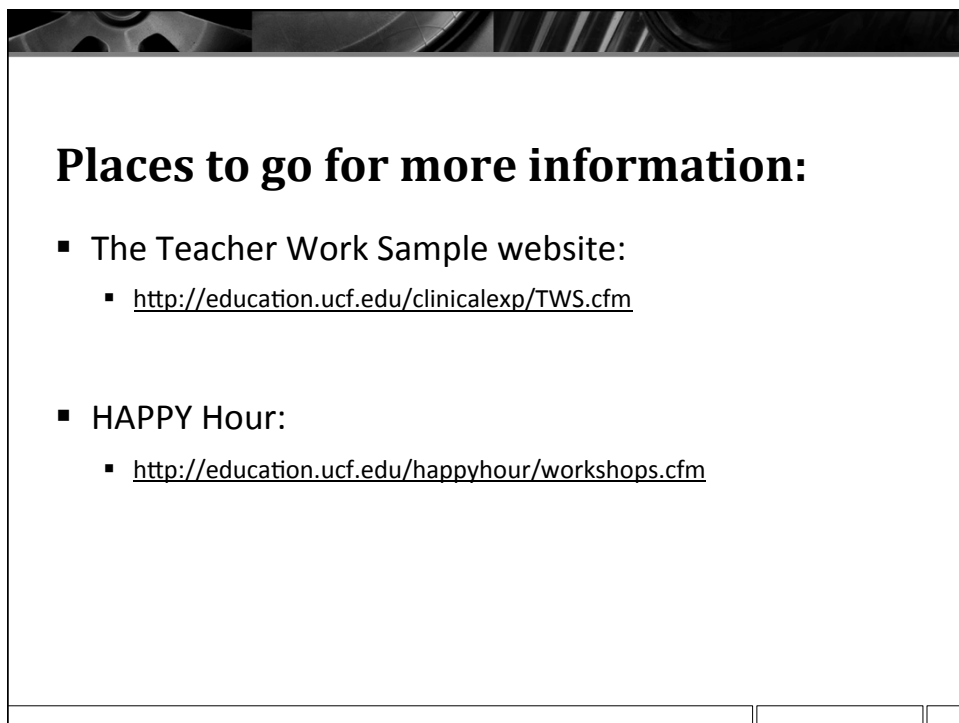
Component Seven:

Evaluation and Reflection



What have *you* learned?

- Base your reflection on your data
 - If you are strong in something, that data will support it
 - If the data shows a weakness, you must address it
- Which learning goal showed the most growth?
- Which learning goal showed the least growth?
- Discuss *why* you got the results you see
- Discuss how you can improve as a professional, based on your data



What are your questions?

Thank you for your time and attention!

